Grade 7 Unpacked Math Standards – Number Sense

7.N.1.1. Students are able to **represent** numbers in a variety of forms by **describing**, **ordering**, and **comparing** integers, decimals, percents, and fractions.

Webb level: 2
Bloom: Comprehension

Verbs Defined:
Represent: write
Describe: represent a situation in the correct number form
Order: order
Compare: determine if a number is greater than, less than, or equal to another number

Key Terms Defined:
Integers: whole numbers and their opposites, (…-2, -1, 0, 1, 2…)

Teacher Speak:
Students are able to represent (write) numbers in a variety of forms by describing (representing a situation in the correct number form), ordering, and comparing (determining if a number is greater than, less than, or equal to another number) integers, decimals, percents and fractions.

Student Speak:
 I can:
*write (represent) numbers as integers, decimals, percents and fractions.
*write fractions as ratios (3:4, 3 to 4, ¾)
*arrange integers, decimals, percents and fractions in order.
*determine if an integer, decimal, percent, or fraction is greater than, less than, or equal to another number (compare).

7.N.1.2. Students are able to **find** and **use** common multiples and factors of whole numbers.

Webb level: 1/2
Bloom: Application

Verbs Defined:
Find: determine
Use: use

Key Terms Defined:
Factor: a whole number that divides another whole number without a remainder

- **Greatest common factor**: the largest factor of two or more numbers

Multiple: a product of two whole numbers
- **Common multiple**: a multiple that is the same for two or more numbers
- **Least common multiple**: the smallest common multiple for two or more numbers

Whole numbers: counting numbers and zero (0, 1, 2, …)

Teacher Speak:
Students are able to find (determine) and use (apply) common multiples and factors of whole numbers.

Student Speak:
I can determine (find)
*common factors and greatest common factor of two numbers
*common multiples and least common multiple of two or three numbers
I can use
*common factors and greatest common factor of two numbers to solve problems
*common multiples and least common multiple of two or three numbers to solve problems
I can use divisibility rules for 2, 3, 4, 5, 6, 9, and 10.

7.N.2.1. Students are able to **add, subtract, multiply,** and **divide** integers and positive fractions.

Webb level: 1
Bloom: Application

Verbs Defined:

Key terms defined:
Integers: whole numbers and their opposites
Positive fractions: fractions greater than zero

Teacher Speak:
Students are able to add, subtract, multiply and divide integers and positive fractions.

Student Speak:
I can:
*add/subtract integers (...-2, -1, 0, 1, 2,…).
*multiply/divide integers (...-2, -1, 0, 1, 2,…).
*add/subtract positive fractions.
*multiply/divide positive fractions.

7.N.3.1. Students are able to **use** various <u>strategies</u> to **solve** <u>one- and two-step problems</u> involving <u>positive fractions and integers</u>.

Webb level: 2
Bloom: Application

Verbs defined:
Use: apply
Solve: find the solution to

Key terms defined:
Strategies: methods

- estimation,
- guess and check,
- make a table or organized list,
- work a simpler problem,
- look for a pattern,

One-step problems: one-operation problems
Two-step problems: two-operation problems
Positive fractions: fractions greater than zero
Integers: whole numbers and their opposites

Teacher Speak:
Students are able to use (apply) various strategies to solve (find the solution to) one- and two-step problems involving positive fractions and integers.

Student Speak:
I can:
*apply (use) estimation, guess and check, make a table or organized list, work a simpler problem, look for a pattern, (strategies) to find the solution (solve) for one-step problems involving positive fractions and integers.
*apply (use) estimation, guess and check, make a table or organized list, work a simpler problem, look for a pattern, (strategies) to find the solution for two-step problems involving positive fractions and integers.